

# 《语言学习与新技术》

## 图书基本信息

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## 前言

Language Learning and New Technologies: Proceedings of the 2~a International Conference on Language Learning at Peking University, is a collection of papers presented at Peking University in October, 2008. Being a participant of both the first and the second conferences organized by my colleagues, I have witnessed the contributions they have made in English teaching and research in the past decade in Peking University. The 2008 conference is also marked by its international character with the joint sponsorship of Peking University and Griffith University, Brisbane Australia as well as with the presence of Sebastian Brook from Kogakuin University, Tokyo, Japan. My colleagues and I are all the more encouraged to have the guidance from Prof. Ian O'Connor, Vice Chancellor of Griffith University on various occasions. We are also grateful to have participants from Beijing, Shanghai, Tianjin, and Chongqing, and more than 100 or so participants from 10 other cities and 32 universities.

In this proceedings, the first group of papers focuses on "Language Learning as Interaction and Multimodal Communication. " It is known to all that the field of second language acquisition assumes that participation in communicative interaction is a strategic way, in which a second language is acquired by learners. Activities that occur during interaction (e. g., the provision of corrective feedback, noticing, the production of modified output, the negotiation of meaning) are considered to play an integral role in the learning processes. In connection to this understanding, interaction-based learning presupposes multimodal communication. Multiple preferences give one choices of two or three or four modes to use for one' s interaction with others. Positive reactions mean that those learners with multimodal preferences choose to match or align their mode to the significant others around them.

## 内容概要

《语言学习与新技术(北京大学第二届英语教学国际研讨会论文集)》内容简介：the proceedings have proved that teachers in the foreign language circle should aim high in their work. We should teach the language, we should also do research about the right way to teach language in general, and a second language or a foreign language in particular, as argued by Marilyn McMeniman's keynote speech "Why Language and Language Research Matter?" Since we live in an era of globalization, there is so much for us to learn from their experiences on the part of our Australian counterparts, which is touched upon in my paper "Globalization and Australia's Higher Education".

## 书籍目录

- Globalisation and Australia ' S Higher Education  
Instrumentality-oriented or Humanity-oriented in Foreign Language Teaching?  
English Learning in China : In Search of New Identities  
Can Conversation Analysis Shed Light on Language Acquisition?  
Why Languages and Language Research Matter  
Language Learning as Interaction and Multimodal Communication  
The Insider Effect in Chinese Interpersonal Relationships in Intercultural Communication  
Differences between Learners of Higher and Lower Starting Proficiency Levels as Revealed by Evaluation Results  
Effects of Proficiency。 -based Pair Pattern on Focus on Form during Collaborative Dialogue  
——An Empirical Study in the Chinese EFL Context  
Learn to Say It in a Different Voice-On the Psychological Process of Chinese EFL Learners Learning English  
Exposition Writing  
The Effective Integration of Multimedia Teaching Model and Task——based Teaching Approach in English  
Teaching  
Language Learning as Interaction Behavior  
CALL and Language Learning  
An Email-assisted Mode of Teaching College English  
Developing Oral Communicative Competence : The Affordances of Lang via Skype  
Learners' Evaluation of Online Learning Resources  
The American Short Story through Film : Literature and Multimedia in College English Teaching  
The Principles and Practice of Summative Evaluation of CALL Software  
-The Evaluation of the New Perspective English Learning  
System  
Applying the Model of Digital Literacy Assessment in New Horizon College English Teaching  
The Effect of Autonomous Assisted Listening Course on CET4 Results  
——An Empirical Study at the Institute of Tourism  
The Design and Evaluation of English Testing Item Bank——The Evaluation of College English Test Bank  
A Study on the Student——centered Teaching Model in Audio · -video Speaking Class in CALL Environments  
Research on the Human-aided Auto-assessment System for 0Mine Translation Tests of College English  
One Step Forward toward Learner Autonomy——Integrating Project-based CALL into College English Teaching  
Reflections on Corpus-based College English Teaching  
Toward a Virtual English Learning Community——The Role of Computer-mediated Communication in Second  
Language Acquisition  
A Survey of the Use of the Computer / Internet in Post-class English Interactions  
Roles of Teacher Autonomy in Promoting CALL Discourse Analysis and Language Learning  
An Empirical Study on the Correlation between English Anaphoric  
Pronouns and Chinese Zero Anaphora  
A Cognitive Text Analysis of The Art of Living  
A Cognitive Perspective to Intertextuality in L2 Writing  
Multimodality in CDs Attached to English Textbooks  
Can Lexical Cohesion Increase Guessing Ability in Reading?  
Turn Taking in Conversation : A Step Forward to Hills Like White Elephants  
A Study of Prototype Theory and its Application to the Teaching of College English Writing English Teaching  
The Study on Content Validity of the Cloze Tests in the NMET of Beijing (2006——2008)  
The Challenges of Globalization on Teaching Listening Comprehension and Their Solutions in China  
Teaching Metaphors as a Cultural Tool  
Second Language Reading and Researches into its Teaching Policy

From a Teacher-learner ' S Perspective : Reflections on Foreign Language Classroom Learning and Teaching in China  
A Quantitative Study of Student Responses to Video Use in the Language Classroom Chinese non-English ~ major Undergraduates ' Perception of an Elective Course of English Pronunciation  
Pursuit of English Literacy  
An Investigation on Chinese Students' L2 Phonological Knowledge and their Listening Class  
Thoughts on China's College English Reform and Textbook Development  
Identity and Language Learning  
A Comparative Study of Differences in Writing Strategies among Chinese EFL Learners , Overseas Chinese ESL Learners , and Northern American ENL Learners  
Understanding Learners' Self-Identity in L2 Learning  
Non-English Majors' Self-Identity Change at Different English Proficiency Levels -An Investigation of College Juniors in a Key Polytechnic University  
An Empirical Study on Easing Test Anxiety of English Majors in Listening Comprehension Test  
Discourse Construction of Teacher ' s Multiple Identities : A Case Study of an M . A . Thesis Defence  
The Discursive Turn and Reading Comprehension  
Modern and Postmodernist Positions of Language Learning in A Chinese University Classroom  
编后记

4.1 Decentralization and Liberalisation      The tradition of Australian universities is to operate in an environment characterized by a substantial degree of centralized government planning. This was done by the Commonwealth government's dominance over institutional funding, the setting of student load targets, control of tuition charges, and through the morass of regulatory controls utilised to influence the system in direct and indirect ways (West, 1998, p. 80). As a result, Australian universities have become too much like government agencies, and universities encounter political intrusion, a lack of coordination, and a disincentive for innovation. To meet the challenge of globalization, there is a clear intention on the part of the Australian government to create a competitive and commercialized higher education system (Pick,2006). Professions have also begun to accept the view that universities and other higher education institutions should be independent bodies so as to maintain the power to make their own decisions. This can be exemplified by the Melbourne University and Monash University's participation in the Universitas 21 and Melbourne University's decision to set up a private university(Tierney and McInnis, 2001). .....

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